

New Notes for the ECERS-3

Administration of the Scale. Item 2, page 7.

The three hours must be completed in one continuous block (e.g., 8:00 to 11:00am, 9:00 to 12:00 pm) at one time, and not broken up into smaller portions (e.g., 8:00 to 10:00am and 2:00 to 3:00pm).

Explanation of Terms Used Throughout the Scale, new term 11; insert on page 12

Accessible. When calculating time accessible count only time that all children have *reasonable access*. When some children have access and others do not (for example some children are in a teacher required small group or engaged in eating), then the *average* amount of time those children fail to have access is not counted in calculating time accessible. Exceptions to this rule are that access time may be counted when one or even a small group is involved in toileting, or some children leave the classroom to participate in special activities not offered to the whole group, such as therapy or special classes that parents pay for separately. Start timing only when all children have access and no child is waiting. Clean up time is not considered access time. These requirements hold true for all types of access (e.g., music, art, gross motor, etc.).

Free play, means that the child is permitted to select materials and companions and as far as possible manage play independently. Adult interaction is in response to the child's needs. Situations in which the children are assigned to centers by staff, or staff select the materials that individual children may use do not count as free play. Free play does not mean that all areas of the classroom must be open at one time, with all materials accessible. A more limited number of area choices may be available, since free play takes place if children are allowed to choose where they will play, and with whom, from the choices allowed. The allowed choices must include play areas or interest centers of varied types, where children are allowed to choose what to take from toy storage shelves. Free play is not credited when staff pre-select a material that children are allowed to use in the various play areas or centers, when children are not able to freely access other materials in the play areas/centers if they wish. There must be enough areas open so that children do not have problems with access to materials that interest them.

Item 2. Furnishings...Notes for Clarification:

3.1, 3.4. Typographical error. The second and third sentences of the 3.4 note apply to the note for 3.1. They do not apply to indicator 3.4.

Item 7. Gross motor equipment

3.1, 3.2, 5.1, 5.2, 7.1, 7.2. At the minimal level, either portable or stationary equipment are allowed for scoring. Both are not required. At the 5 and 7 levels of quality, both portable and stationary equipment are required and must also be considered when scoring.

8. Meals/snack

1.2, 3.3, 5.3, 7.1. Replace note in scale with the following:

Since three important health practices are required (washing /sanitizing the eating surface, hand hygiene before and after eating, and serving uncontaminated foods), consider the extent to which each of these required health practices is followed. If there is little or no effort in two of the three health practices, (for example, handwashing is completely ignored, there is no attempt to clean tables, and/or foods are served under conditions that cause extreme contamination), then score 1.2 Yes. For all indicators, there can be minor lapses in following the handwashing procedure (not rubbing for the 20 seconds, but rubbing all hand surfaces thoroughly; not wetting hands first but soap still makes bubbles). However, hands should be cleaned reasonably well. If there is some attempt to complete practices, even if procedures are not done correctly, score 3.3 Yes. If there is a significant attempt to do all procedures, but the practices are completed with many minor errors, score 5.3 Yes. To score 7.1 Yes, all procedures must be done with only a few minor errors. When a flexible snack time is provided, and children come and go throughout a period of time, the same sanitary conditions are required, such as sanitizing the table between uses by different children, handwashing completed. If children use hands to eat, handwashing is required after eating to remove saliva and food.

9. Toileting/diapering

If diapering is needed, the diapering procedure in *Caring for Our Children* is required.

Item 10. Health practices

3.2, 5.2. If naptime is not observed, but cots and linens are observed to be stored with minor sanitary problems, (slight problem of contamination, such as a few edges of blankets touching) score 3.2 Yes, and 5.2 No. If there is a major problem with contamination, such as contamination of linens for each cot or floor sides of mats stored touching sleep sides of other mats, score 3.2 No.

3.3. Some interaction is required. All interaction observed must be either neutral or positive, with at least 2 examples of positive interaction. No negative interactions can be observed to score Yes.

Item 13. Encouraging Children to use language

1.2, 3.2, 7.2. This note is actually for indicators 1.2, 3.2, 5.2, and 7.2.

Item 16. Becoming familiar with print

3.1. The note for 5.1 also applies to this indicator.

7.3. To give credit this must be observed 3 times during the observation.

Item 17. Fine motor

3.3. To give credit, the materials required in 3.1 must offer the different levels of challenge.

5.3. To give credit, at least 2 different examples must be observed.

20. Blocks

5.5. To give credit this must be observed twice.

21. Dramatic Play

7.2. Replace original note with the following: To score Yes, observe either print or number talk at least once. Both print and number talk are not required to be observed.

22. Nature/science

When scoring sand/water experiences, there should be a sufficient quantity of the sand or water so children can dig, scoop, pour, fill, and empty containers. Materials that *cannot* be used for digging, measuring, *and* pouring, such as Styrofoam packing materials, natural objects (e.g., pine cones, acorns, leaves for children to examine), or gelatinous sensory materials (e.g., goop, Jello) cannot be counted as sand/water substitutes. In addition, do not count foods (issue of wasting food) or materials that are hazardous to the children in the group, such as dried kidney beans, materials that children put in nose or ears, etc. Examples of appropriate substitutes would be millet bird seed or sterilized potting soil. Do not count mulch used as ground cover outdoors.

3.1, 3.3. Sand and/or water can each be counted for both indicators.

24. Math in daily events

3.3. For this indicator, any whole group can be considered including routines, transitions, or playing/learning. Additional examples of the math talk might include staff saying to the group, "First we will get our coats; second we will go out and then we can play", "How many people are allowed in the block center? Three, that's right.", "Remember we need to rub our hands for 20 seconds as we wash."

25. Understanding written numbers

3.1. At least 2 examples are required to score Yes.

26. Promoting acceptance of diversity.

Replace the existing note with the following:

3.2, 5.3. If stereotyping or violence is shown with regard to any group, such as some “Cowboy and Indian” toys, then Indicator 3.2 should be scored *No*. Gender stereotyping should be considered here. Look for problems that would be easily obvious to the children. It is not necessary to search avidly for negative examples. Portrayals of men/boys doing traditionally male activities and women/girls doing traditionally female activities are acceptable for this indicator. However, do not give credit for 3.2 if gender stereotyping is portrayed negatively in any way. To give credit for the “non-traditional gender roles” diversity type, in 5.3, some evidence of non-gender stereotyping must be easily visible to balance the traditional roles shown. Examples of non-stereotyping in gender roles means showing males and females doing similar activities, such as both doing construction, both engaged in sports, or both caring for babies. For 3.2, when historic cultural traditions are represented, the images must be balanced with non-traditional modern representations. For example, if traditional African cultures are represented in materials, then current representations must also be included.

5.1, 5.2. To give credit for materials, children must be able to easily experience them for at least one hour during the observation. For example, if the materials are located in play areas or interest centers, children must be able to play with them for the required amount of time. Pictures in the display must be easily viewed and displayed in spaces children access during the observation.

28. Supervision of gross motor

If classrooms are combined during gross motor times, consider the experiences of all children and the supervision of all staff.

29. Individualized teaching and learning

5.1. To give credit there must be many materials/activities accessible for an hour of the observation and most must be open-ended.

30. Staff-child interaction

1.4, 3.1. If activities with whole group are observed for at least 2 ½ hours of the 3 hour observation, score 1.4 Yes. In addition, 3.1 may be scored Yes, even if 1.4 was scored Yes.

3.3. Although staff might appear to be neutral in their interactions, and sometimes mildly negative with children, as they attempt to manage out-of-bounds behavior, to score Yes, they must show interest in children's activities, get along well with children, usually appear relaxed. If staff frequently appear irritable, disinterested or detached, or show extreme negative behavior with any child, score 3.3 No.

31. Peer interaction

1.1. "Most of the time" means for at least 2 ½ hours of the 3 hour observation.